

Integrating Canva Audiovisual Media into Classroom Management: Exploration of Perceptions from Teachers and Students

Nurlinda¹, Nurdin Noni¹, Abdullah¹

¹Universitas Negeri Makassar, Indonesia

*Correspondence: nurlindaeesa216@gmail.com

ABSTRACT

Speaking is an essential component of English language learning, yet many EFL (English as a Foreign Language) students continue to struggle with fluency, confidence, and engagement in speaking activities. The integration of digital learning media is increasingly seen as a potential solution to these challenges, particularly through the use of audiovisual platforms such as Canva. This study aims to explore the perceptions of English language teachers and students regarding the use of Canva-based audiovisual media in improving students' English speaking skills and supporting effective classroom management. Conducted at Pondok Pesantren Putra IMMIM Makassar, this qualitative study involved one English teacher and ten eighth-grade students. Data were collected through semi-structured interviews and classroom observations. The findings showed that teachers perceived Canva as a practical and innovative tool that supports structured lesson planning, increases student engagement, and aligns with 21st-century educational goals. Canva's visual and audio features help improve focus, minimize distractions, and deliver content more effectively. Meanwhile, students gave positive perceptions, stating that Canva made speaking lessons more enjoyable, improved their understanding of the material, and increased their confidence in speaking. Although some technical limitations were noted, both teachers and students agreed that Canva significantly improved the overall learning environment. The study concludes by recommending consistent integration of audiovisual digital media to support teaching quality and speaking proficiency in EFL classrooms.

ARTICLE HISTORY

Published June 21th 2025



KEYWORDS

Audiovisual Media, Canva, English Speaking Skill, Students' Perception, Teachers' Perception.

ARTICLE LICENCE

© 2025 Universitas Hasanuddin
Under the license CC BY-SA
4.0



1. Introduction

English speaking skills are an important aspect in foreign language learning because they act as the main productive skills in communication (Richards, 2008; Weda et al., 2022; Sachiya et al., 2025). As one of the main ways to convey ideas, feelings, and information, mastery of speaking is very important for students' success in interacting. Without adequate speaking skills, students find it difficult to transfer knowledge and communicate effectively (Thornbury, 2005; Aswad et al., 2019; Sachiya et al., 2025). Thus, speaking skills also have an impact on social and career benefits; for example, these skills are often associated with increased self-confidence and opportunities to continue their education at international schools (Harmer, 2007; Rahman et al., 2019; Mahdori et al., 2025).

However, many students learning English in Indonesia face serious obstacles in developing their speaking skills. Research has identified that speaking anxiety is a major barrier, characterized by fear, embarrassment, and discomfort when having to communicate in English (Anandari, 2015). Other obstacles that are often reported are traditional teacher-oriented teaching methods (e.g. lectures and memorization), minimal opportunities for speaking practice in class, and limited vocabulary and low student self-confidence (Nunan, 2003). These factors cause most students to tend to be passive and reluctant to practice speaking even though they have been studying English for a long time. Even in Islamic boarding schools such as IMMIM Boys' Islamic Boarding School Makassar, similar conditions are often found because some teachers from the learning process still use traditional approaches and limited learning resources.

This condition is closely related to ineffective classroom management and passive learning approaches. Some teachers still focus more on reading or writing materials and apply lecture methods, so that students become passive listeners (Marzano, & Marzano, 2003; Yaumi et al., 2023; Youngsun et al., 2024). The lack of strict classroom rules and

weak management of learning time also worsen the classroom atmosphere, so that active interaction between students is not facilitated. As a result, students' opportunities to practice speaking in class are very limited, which in turn further reduces their motivation and confidence in oral communication.

In contrast, effective classroom management practices can create a learning environment conducive to speaking skills. For example, Muluk et al. (2021) noted varied room and seating arrangements, as well as strict discipline enforcement, as important elements in speaking classes. Proper classroom arrangements such as arranging tables and chairs in discussion groups or circular formations allow for more intensive interactions and make it easier for teachers to guide students' speaking practice (Brown, 2007). With a well-arranged physical atmosphere and clear classroom rules, students are encouraged to actively participate; good classroom arrangements have been shown to increase cooperation between students and foster an active learning climate (Harmer, 2007).

The use of educational technology, especially graphic design platforms such as Canva, promises to strengthen the learning process more interactively. Canva allows teachers and students to create interactive visual learning materials, such as infographics, presentations, and short videos—with an easy-to-use interface (Elvira, & Faiza, 2019). This platform supports project-based learning, fosters creativity, and facilitates collaboration between students (Putra, & Filianti, 2022). Jamaludin et al.'s (2023) study showed that the use of Canva in classroom activities can increase student engagement and understanding of the material because of its attractive features. By integrating rich multimedia elements, Canva helps create a more dynamic and student-centered learning experience.

Several previous studies support the effectiveness of using Canva in educational contexts. For example, Nguyen and Anh (2024) reported a significant increase in students' speaking ability using Canva-based speaking tasks compared to conventional methods. These findings confirm that Canva media can enrich students' speaking practice in the classroom. In addition, a literature review by Rohmiasih et al. (2023) stated that the implementation of digital learning media such as Canva is a positive step in educational transformation because it can increase interactivity and overall student learning outcomes.

Although these studies are promising, research that specifically explores teachers' and students' perceptions of the use of Canva in EFL classes, especially in relation to speaking skill development and classroom management, is still very limited. Therefore, this study aims to explore teachers' and students' perceptions of the use of Canva-based audiovisual media in supporting speaking skill learning and classroom management in the context of English learning at IMMIM Boys' Islamic Boarding School Makassar.

2. Methodology

This study used a descriptive qualitative design that aims to explore teachers' and students' perceptions of the use of Canva-based audiovisual media in the process of learning to speak English. The study was conducted at IMMIM Boys' Islamic Boarding School Makassar in the 2024/2025 academic year.

2.1 Research Design

This study was conducted at IMMIM Boys' Islamic Boarding School Makassar, a junior high school located in South Sulawesi, in the 2024/2025 academic year. This study focused on grade VIII students, who were selected as participants because they had used Canva audiovisual media in learning English. Participants consisted of an English teacher and ten grade VIII students selected through purposive sampling. A descriptive qualitative model was used to describe the types of classroom management strategies using Canva audiovisual, and the perceived impact of these strategies on their learning experiences.

2.2 Participants

Participants included an English teacher and ten grade VIII students selected purposively. All of them had previous experience with Canva in the classroom environment.

2.3 Instruments and Data Collection

Data were collected through classroom observations and semi-structured interviews. Observations focused on teacher strategies and student engagement, while interviews explored participants' experiences and perceptions.

2.4 Data Analysis

Using Miles and Huberman's (2014) interactive model, data were reduced, categorized, and verified. Triangulation ensured the reliability of the results.

3. Result and Discussion

This study aims to explore teachers' and students' perceptions of the use of Canva audiovisual media in learning English speaking skills. The findings are described in two main categories, namely teachers' perceptions and students' perceptions. Each category is divided into themes that are raised from the results of in-depth interviews and classroom observations.

3.1 Teachers' Perceptions of Canva in Classroom Management for Speaking Skill

a. Canva Facilitates Structured Lesson Planning

Teachers view Canva as a tool that makes it easier to design structured and systematic learning plans. Canva is not only used as a presentation medium, but also as a means to organize the learning flow from the opening stage to the evaluation. Teachers said:

Data 1

Teacher : "I first set up the class according to the material... then I display Canva using slides."

With its varied and flexible template features, Canva allows teachers to organize materials clearly, create visualizations of learning objectives, and design speaking activities that are appropriate to students' levels. This finding reinforces the view of Evertson & Emmer (2017) that effective classroom management starts with careful and structured planning. With Canva, teachers can reduce unnecessary improvisation and focus more on achieving speaking competence.

b. Enhancing Student Engagement and Enthusiasm

Teachers reported that since using Canva, there has been an increase in student participation in speaking lessons. Visual elements such as character illustrations, backgrounds, and sounds that support the context make it easier for students to understand and be more confident in imitating and producing English sentences.

Data 2

Teacher : "I show practical examples... so that children can visually pay attention... then they can easily practice it."

This finding is in line with the Cognitive Theory of Multimedia Learning by Mayer (2009), which explains that the integration of images and sounds can stimulate deeper cognitive processing, especially in language learning. In addition, this increase in enthusiasm also reduces students' passive behavior which has been a challenge in speaking lessons.

c. Technical Challenges and Responsive Strategies

Although the use of Canva offers many benefits, teachers face challenges such as limited internet access and variations in technological abilities among students. However, teachers overcome this with collaborative learning strategies such as dividing heterogeneous groups based on ability.

Data 3

Teacher : "Because many classes have network access... I divided the groups based on ability so they can help each other."

This strategy reflects the practice of differentiated instruction (Tomlinson, 2014), which adapts the approach to students' needs, both cognitively and technologically. Teachers also demonstrate pedagogical flexibility by providing alternative activities when the network is unstable, such as using the offline version of Canva.

d. Improving Instructional Efficiency

Teachers experienced greater efficiency in delivering instructions. Canva allows teachers to organize all content into one organized presentation, including activity instructions, sample dialogues, and supporting images.

Data 4

Teacher: "The kids can see clearly... so I just give instructions because all the materials are already displayed on Canva."

This efficiency leads to optimization of learning time, where teachers interact more directly with students rather than re-explaining the material. This supports Woolfolk's (2016) statement that clarity of instructions and efficiency in delivering materials increase student focus and learning effectiveness.

e. Alignment with the Independent Curriculum

Teachers stated that Canva supports the principles of the Merdeka Curriculum, especially in the development of projects and activities based on student-centered learning, although it is not explicitly stated in the curriculum.

Data 5

Teacher: "Even though the curriculum doesn't require it, I think it's important because it really helps with teaching."

By providing space for exploration of ideas, collaboration, and creativity, Canva is considered to support strengthening the profile of Pancasila students, especially in the creative, communicative, and collaborative aspects. This is also in line with the principles of the 4Cs of 21st Century Skills : Critical thinking, Communication, Collaboration, and Creativity (Trilling & Fadel, 2009).

f. Teacher Supervision in Technology Use

While Canva opens up new opportunities for learning, the use of technology also presents challenges to classroom discipline such as social media distractions. Teachers address this through active supervision and group-based seating arrangements.

Data 6

Teacher: "I went around checking on each child... that's why I divided them into groups to make it easier to supervise."

This shows that teachers combine technology management with positive supervision strategies. According to Marzano & Marzano (2003), the active presence of teachers in classroom interactions is essential in shaping positive student behavior and ensuring focus on learning activities.

g. Encouraging Student Creativity and Expression

Canva provides ample space for students to express their creativity in visual forms that support speaking activities, such as creating digital posters, storyboards, or interactive dialogues. Teachers noted that students became more courageous in expressing themselves because they felt that the media used was "contemporary" and suited their interests.

Data 7

Teacher: "Kids prefer Canva... because there are lots of templates to use and it looks cool."

This finding suggests that Canva helps develop visual-spatial intelligence (Gardner, 1999) and strengthens students' emotional involvement in the material. When students are given the opportunity to choose a design and format that suits their character, their sense of ownership of the task increases, which ultimately drives better speaking performance.

h. Collaborative Learning and Authentic Assessment

Teachers also use Canva as a means of authentic assessment, where students are asked to compose dialogues, practice, and then present the results in the form of group presentations. In this way, students are not only tested individually, but also in the context of real collaboration and communication.

Data 8

Teacher: "After they have structured their conversation... they practice at the table first and then come up to the front to be assessed."

This assessment reflects the principle of authentic assessment (Brown, 2007), which assesses students' abilities in a real-world context. In addition, teachers also provide direct feedback, strengthening students' reflection and self-improvement.

3.2 Students' Perceptions of Canva in Speaking Skill Development

a. Positive and Engaging Learning Experience

Most students said that Canva-based learning provides a more enjoyable, interesting, and far from boring learning experience. They feel that colorful visual displays, interesting animations, and audio content such as narration or conversations help them understand the material better and faster.

Data 9

Student 1: "It's exciting because we can listen to stories through English chat..."

Student 3: "The visuals are stunning and arouse curiosity..."

This finding is in line with Multimedia Learning Theory by Mayer (2009) which states that learning involving audio and visuals can increase students' cognitive engagement because information is processed through two channels (verbal and visual), thus increasing the possibility of retention and understanding. Visual interest also increases attention and creates a conducive learning atmosphere, as emphasized by Astuti et al. (2020) that interactive media such as Canva can reduce boredom in the process of learning a foreign language.

b. Improved Pronunciation and Vocabulary

Students reported that they were able to hear the correct pronunciation and understand the context in which new vocabulary was used in various English-speaking situations. Canva's audio and video features allowed them to imitate intonation and articulation directly from the original source, not just from the teacher.

Data 10

Student 1: "We can learn the correct pronunciation in English and also improve it at the same time..."

Student 5: "I got new vocabulary..."

This supports the Input Hypothesis theory by Krashen (1982), which emphasizes the importance of "comprehensible input" in language learning. Students receive input that is easy to understand and interesting, which accelerates language acquisition. In addition, the Dual Coding theory by Paivio (1986) also explains that the integration of text and images (or sound) strengthens long-term memory and improves vocabulary acquisition.

c. Effective Feedback and Teacher Support

Canva also facilitates more meaningful interactions between students and teachers. After the presentation of the material from Canva, the teacher gives trigger questions, direct corrections, and constructive guidance. Students feel comfortable receiving corrections because they are done in a supportive context.

Data 11

Student 1: "When we speak English and there is something wrong, the teacher will correct and fix it..."

This interaction reflects the principle of corrective feedback from Lyster & Ranta (1997), where direct feedback on speaking errors helps students realize their mistakes and correct them quickly. Canva as a supporting medium makes this process easier because all learning instruments are available visually and contextually.

d. Overcoming Difficulties Through Independent Strategies

Some students acknowledged the challenges in understanding English conversations, especially if they were in the form of audio recordings. However, they developed strategies such as replaying the audio, asking friends for help, or asking the teacher, which reflected self-regulated learning.

Data 12

Student 6 & 10: "By replaying the audio/video... asking friends or teachers..."

This strategy shows that students have good self-learning initiatives, in line with the blended learning concept by Graham (2006) which combines digital learning and direct interaction as a holistic approach to improve student understanding.

e. Increased Motivation

The use of Canva can foster students' intrinsic motivation to learn to speak English. Interesting illustrations, interactive videos, and a dynamic learning atmosphere make students more confident and motivated to be active in speaking.

Data 13

Student 4: "My motivation to speak is by watching the video presented..."

This motivation is in line with the Self-Determination Theory by Deci and Ryan (1985), where learning that provides autonomy, competence, and social connectedness increases students' intrinsic motivation. Canva helps fulfill these three aspects by providing space for creativity, freedom of exploration, and collaboration with friends.

f. Expectations for Canva Development

Some students expect Canva to be more easily accessible and have more features. They want Canva to be used more routinely in learning, and expanded in types of activities, such as creating vlogs, digital posters, or interactive quizzes.

Data 14

Student 2 & 10: "It should be used more during learning... with easier access and more features."

This indicates the importance of designing a learning system that is responsive to user needs, in accordance with the concept of user-centered design by Norman (2013) in the development of technology-based educational media.

g. Tangible Improvements in Speaking Ability

The most obvious result felt by students is the increase in speaking ability, both in terms of fluency, pronunciation, expression, and courage in appearing in front of the class.

Data 15

Student 1: "My skills have improved and I am already using a British accent..."

Student 3: "Now I can narrate a story better in speaking English..."

This progress indicates the success of the integration of audiovisual media in supporting the process of second language acquisition (SLA), as emphasized by Ellis (2003), that technology-based contextual media can accelerate the acquisition of foreign language structures and skills effectively.

4. Conclusion

Canva-based audiovisual media offers significant pedagogical value in EFL classrooms. Teachers and students at IMMIM viewed Canva positively in improving classroom management and speaking skills. Its visual and interactive features promote engagement, discipline, and confidence. To maximize its impact, further teacher training and infrastructure support are recommended. The limitation in this study is the limited number of participants so it is recommended to add participants in further research with similar research.

References

- Anandari, C. L. (2015). Indonesian EFL students' anxiety in speech production. *TEFLIN Journal*, 26(1), 1–16.
- Aswad, M., Rahman, F., Said, I. M., Hamuddin, B., & Nurchalis, N. F. (2019). A software to increase English learning outcomes: An acceleration model of English as the second language. *The Asian EFL Journal*, 26(6.2), 157.
- Brown, H. D. (2007). *Principles of Language Learning and Teaching* (5th ed.). Pearson Longman.
- Brown, H. D. (2007). *Teaching by Principles: An Interactive Approach to Language Pedagogy* (3rd ed.). Pearson Longman.
- Deci, E. L., & Ryan, R. M. (1985). *Intrinsic Motivation and Self-Determination in Human Behavior*. Springer.
- Ellis, R. (2003). *Task-Based Language Learning and Teaching*. Oxford University Press.
- Elvira, H., & Faiza, A. (2019). Canva as Media to Improve Students' Creativity in Designing Learning Materials. *Journal of Education and Practice*, 10(9), 87–95.
- Evertson, C. M., & Emmer, E. T. (2017). *Classroom Management for Middle and High School Teachers* (10th ed.). Pearson.
- Gardner, H. (1999). *Intelligence Reframed: Multiple Intelligences for the 21st Century*. Basic Books.
- Graham, C. R. (2006). Blended Learning Systems: Definition, Current Trends, and Future Directions. In C. J. Bonk & C. R. Graham (Eds.), *The Handbook of Blended Learning* (pp. 3–21). Pfeiffer.
- Harmer, J. (2007). *The Practice of English Language Teaching* (4th ed.). Pearson Longman..
- Jamaludin, A., Mulyadi, D., & Lestari, R. (2023). Exploring Students' Engagement through Canva-based Projects. *Journal of Educational Media and Technology*, 5(2), 54–60.
- Krashen, S. D. (1982). *Principles and Practice in Second Language Acquisition*. Pergamon Press.
- Lyster, R., & Ranta, L. (1997). Corrective Feedback and Learner Uptake. *Studies in Second Language Acquisition*, 19(1), 37–66.
- Mahdori, M., Rahman, F., Faisal, R., Mochammad, T. P. A., Sosrohadi, S., & Sachiya, F. (2025, March 28). *Revealing aspect of culture through literature: Learning from Sutan Takdir Alisjahbana*. *International Journal of Innovative Science and Research Technology*, 10(3), 1211–1216.
- Marzano, R. J., & Marzano, J. S. (2003). The Key to Classroom Management. *Educational Leadership*, 61(1), 6–13.
- Mayer, R. E. (2009). *Multimedia Learning* (2nd ed.). Cambridge University Press.
- Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative Data Analysis: A Methods Sourcebook* (3rd ed.). Sage Publications.
- Muluk, S., Zainuddin, & Wahyuni, S. (2021). Classroom Management Strategies to Support Speaking Performance. *Journal of Language and Education Research*, 2(2), 170–178.
- Nguyen, L. M., & Anh, T. H. (2024). Enhancing Speaking Skills through Canva-based Tasks in EFL Classrooms. *TESOL International Journal*, 19(1), 63–67.
- Norman, D. A. (2013). *The Design of Everyday Things* (Revised ed.). Basic Books.
- Nunan, D. (2003). *Practical English Language Teaching*. McGraw-Hill.
- Paivio, A. (1986). *Mental Representations: A Dual Coding Approach*. Oxford University Press.

- Putra, H. Y., & Filianti, T. (2022). The Use of Canva in Enhancing Creativity in Distance Learning. *Jurnal Pendidikan dan Pengajaran*, 55(1), 43–52.
- Rahman, F., Abbas, A., Hasyim, M., Rahman, F., Abbas, A., & Hasyim, M. (2019). Facebook group as media of learning writing in ESP context: A case study at Hasanuddin University. *Asian EFL Journal Research Articles*, 26(6.1), 153-167.
- Richards, J. C. (2008). *Teaching Listening and Speaking: From Theory to Practice*. Cambridge University Press.
- Rohmiasih, I., Fitriani, N., & Widodo, A. (2023). Digital Media Utilization in English Language Learning: A Review. *Jurnal Teknologi Pendidikan*, 25(1), 98–105.
- Sachiya, F., Faisal, R., Sosrohadi, S., Mahdori, M., Aditya, T. P. M., & Andini, C. (2025). A comparative analysis of Indonesian and Korean verbs: A semantic and pragmatic perspective. *International Journal of Arts and Social Science*, 8(3), 89-97.
- Thornbury, S. (2005). *How to Teach Speaking*. Pearson Education.
- Tomlinson, C. A. (2014). *The Differentiated Classroom: Responding to the Needs of All Learners* (2nd ed.). ASCD.
- Trilling, B., & Fadel, C. (2009). *21st Century Skills: Learning for Life in Our Times*. Jossey-Bass.
- Weda, S., Atmowardoyo, H., Rahman, F., Said, M. M., & Herman, H. (2022). Lecturers' Perception of Online Learning and its Associated Factors in the Midst of Covid-19 Pandemic. *International Journal of Social Sciences*, 5(1), 112-131.
- Woolfolk, A. (2016). *Educational Psychology* (13th ed.). Pearson.
- Yaumi, M. T. A. H., Rahman, F., & Sahib, H. (2023). Exploring WhatsApp as Teaching and Learning Activities during Covid-19/New Normal era: A Semiotic Technology Analysis. *International Journal of Current Science Research and Review*, 6(12), 7627-7634.
- Youngsun, K., Sosrohadi, S., Andini, C., Jung, S., Yookyung, K., & Jae, P. K. (2024). Cultivating Gratitude: Essential Korean Thankfulness Phrases for Indonesian Learners. *ELS Journal on Interdisciplinary Studies in Humanities*, 7(2), 248-253.